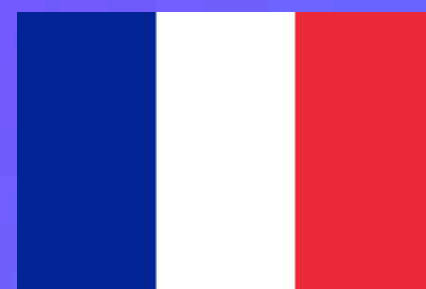


Innovative Teaching Practice (ITP)

HI to challenge AI



HAI to All

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WHY THIS PROJECT?

THE CLASSROOM CHALLENGE

ASK AI

A student enters a question into a chatbot



ACCEPT

The explanation sounds clear and confident



USE WITHOUT CHECKING

The answer becomes part of the assignment

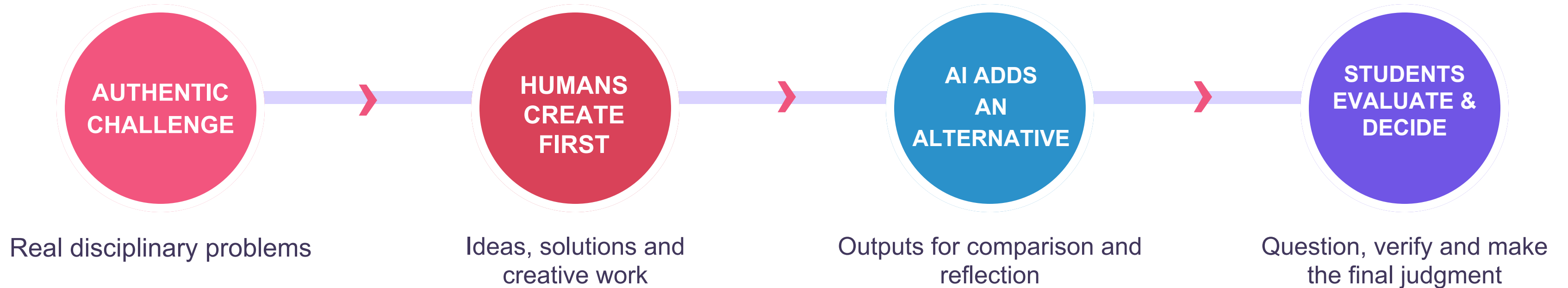
What becomes invisible?

The student's reasoning, the quality of the evidence and responsibility for the final decision.



HOW THIS PROJECT ?

An interdisciplinary learning project for students aged 12–16



LEARNING OUTCOMES

CRITICAL THINKING

Solve problems and evaluate evidence

CREATIVITY

Produce original scientific, literary and cultural work

AI LITERACY

Understand AI strengths, limits and responsible use

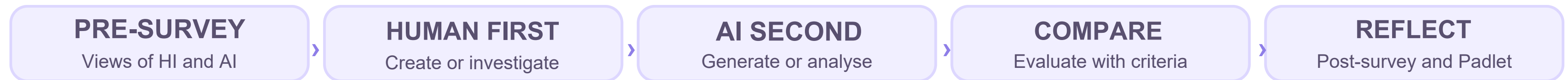
INTERCULTURAL LEARNING

Learn through different identities and perspectives

Project-Based Learning Learner-Centred Inquiry Critical Digital Literacy Collaborative Learning

AI supports learning. Students retain ownership, judgment and agency.

SHARED LEARNING PROCESS



WHAT CHANGED ACROSS SUBJECTS

CONTEXT	THAILAND Physics • Grade 10	CROATIA English • Grade 10	FRANCE MYP Humanities • Grade 6
HUMAN ACTIVITY	Experiment and build Free fall, force and Gravity Car	Translate and write Poems inspire by their cultural and personal experience	Design and test Educational simulating games
AI ROLE	Analyse data and suggest explanations	Generate translations and parallel poems	Support design and redesign a selected game
EVALUATION LENS	Accuracy, evidence and real-world testing	Emotion, culture, authenticity and voice	Clarity, learning value, engagement and design
EVIDENCE	Reports, graphs, worksheets, prototypes and tests	Questionnaires, rubrics, translations and poems	Game prototypes, observations and peer feedback

COMMON MEASURES

Pre/post survey, comparison criteria, class discussion and student reflection

DISCIPLINE-SPECIFIC DATA

Scientific evidence, cultural expression or peer evaluation matched each subject

CROSS-COUNTRY REFLECTION

Students shared views anonymously on Padlet and responded to peers

Different outputs. The same question: Where does human judgment remain essential?

HI(tc)AI

📌 Start Here ⋮



Welcome to HI(tc)AI

Human Intelligence (to challenge) Artificial Intelligence

This is a shared space for students in 🇸🇷 Croatia, 🇹🇭 Thailand, and 🇫🇷 France. Here we share what we discovered about working alongside AI and learn from each other across countries.

0

+ เพิ่มความคิดเห็น

Croatian project 🇸🇷 ⋮



Croatian project - Croatian Identity Through Poetry

canva.link

Croatian project - Croatian Identity Through Poetry

HIA(I), our project was about making original HI poetry based on specific cultural expressions mirroring teenage life in Croatia.

Thailand Project 🇹🇭 ⋮



HI-AI Physics Lab: From Evidence to Innovation

Purpose

To develop students' scientific reasoning, problem-solving, creativity, and AI literacy while ensuring that students remained responsible for evidence, interpretation, and final decisions.

🌤️ Our Students' Reflections ⋮



S20C 🇸🇷

Q1 - During this project, I realized that human intelligence and AI are different but can work well together. AI can process information quickly and help with ideas, but humans are better at understanding emotions, making personal decisions, and thinking creatively. I learned that AI is a useful tool, but human thinking is still important.

0

+ เพิ่มความคิดเห็น

E04C

Q1. I realised during this project that human intelligence is much more creative and can give you a better prespective of some things. AI is useful in many ways and can explain a lot of things, but it can never replace human intellegence and creativity. AI is made to give

Pre-Post Survey & Overall Outcomes ⋮

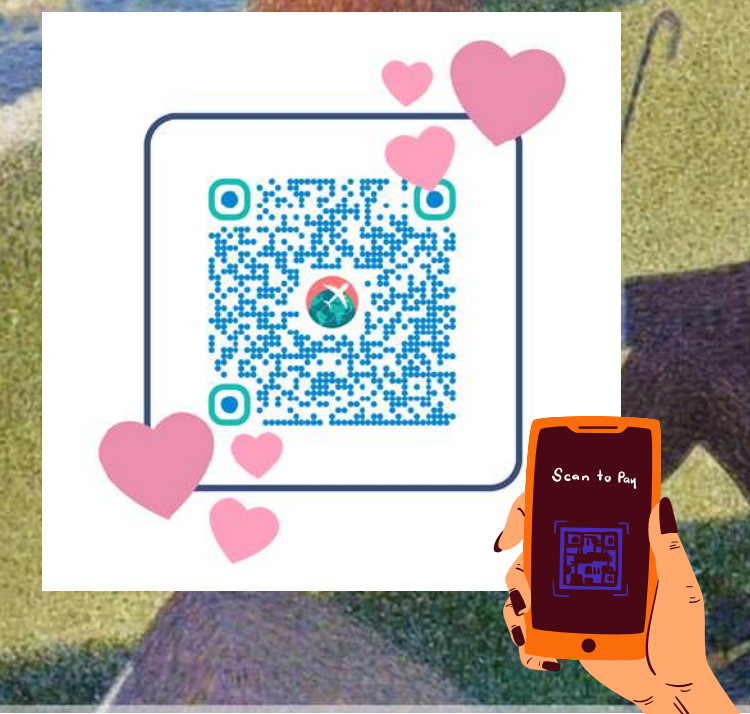


Pre-Post Survey Overview

The Pre- and Post-Surveys used the same questions to examine changes in students' understanding of human intelligence and responsible AI use. The surveys explored:

- Recognition of unique human strengths
- Confidence in independent problem-solving
- The importance of human judgment when using AI
- Human qualities valuable in meaningful work

+ โพสต์





CROATIA · CREATIVE WRITING

THE LEARNING JOURNEY

Can AI capture a Croatian teenager's voice?

01

EXPLORE

Local words, traditions and teenage expressions

02

TRANSLATE

Carry cultural meaning into English

03

CREATE

Write original bilingual poetry

04

COMPARE

Invite AI to write from the same expressions

05

EVALUATE

Emotion · authenticity · culture · voice

STUDENT WORK



“Lessons and Legends” by Team 1

Original poem created from lived culture

Cedevita

Norijada

Adriatic

Sinjska Alka

WHAT THE COMPARISON REVEALED

HUMAN POETRY

- Lived experience
- Emotion & humour
- Cultural nuance
- Authentic voice

AI POETRY

- Quick idea generation
- Useful language support
- Weaker local specificity
- Needs human judgment

KEY FINDING

AI can support creative writing but students decide what feels culturally true.

“AI-generated work can lack emotions, personality and originality.” — **Croatian student**

HUMANS CREATE MEANING AI offers another version to examine.

THE LEARNING JOURNEY

Can AI's explanation survive a real experiment?

01

EXPERIMENT

Collect real measurements independently

02

EXPLAIN

Graph data and construct a human explanation

03

CONSULT AI

Invite another calculation or interpretation

04

VERIFY

Check every claim against evidence and context

05

DESIGN & DECIDE

Build, test, improve and make the final choice

STUDENT WORK



FREE FALL · DATA



FRICTION · EVIDENCE



GRAVITY CAR · DESIGN

Students generated evidence before evaluating AI-generated claims.

WHAT THE EVIDENCE SHOWED

25/28

compared evidence when AI disagreed

5/6

teams consulted or critically evaluated AI

4/6

cars reached the three-metre target

0

teams chose AI as the final decision-maker

KEY FINDING

AI offered possibilities. Experiments determined what worked.

“AI is useful for explaining concepts, but experiments provide real measurements.”
— Thai student

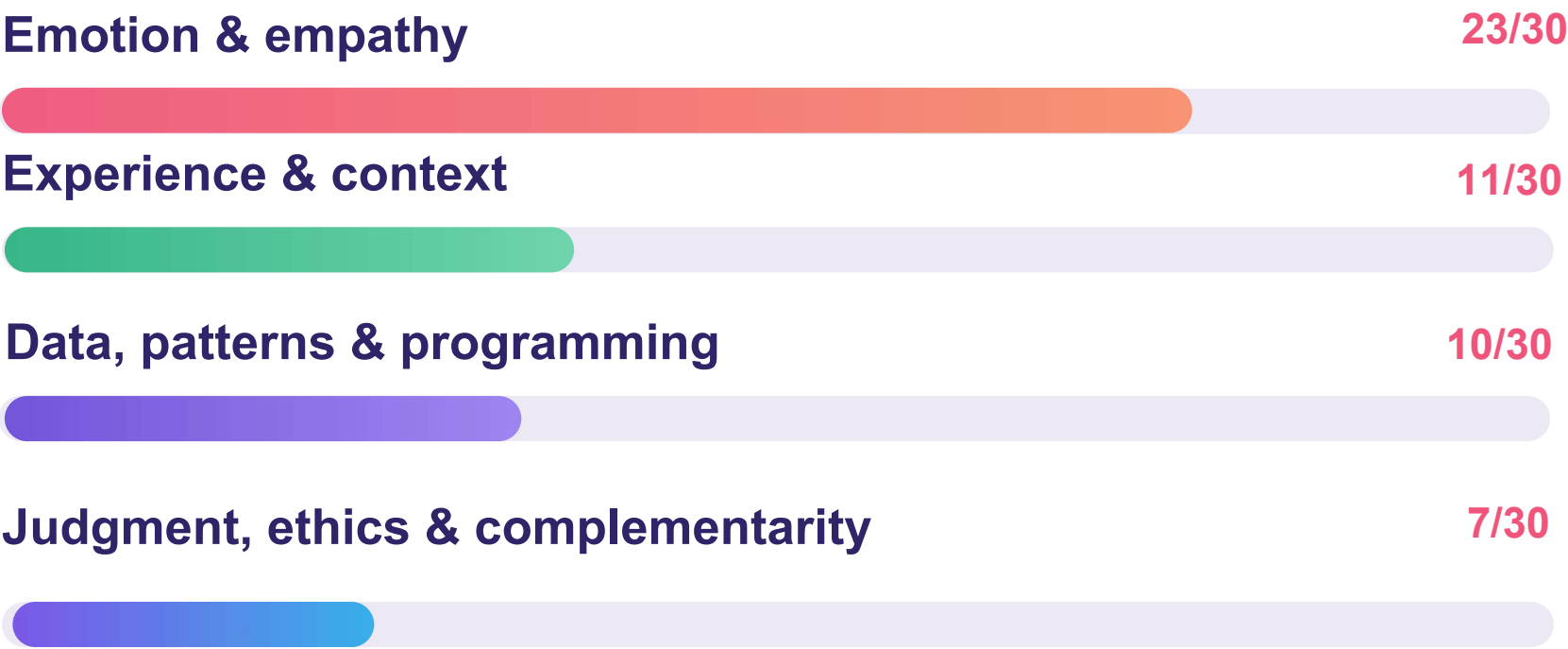
STUDENTS OWN THE EVIDENCE

They verify, adapt or reject AI suggestions.

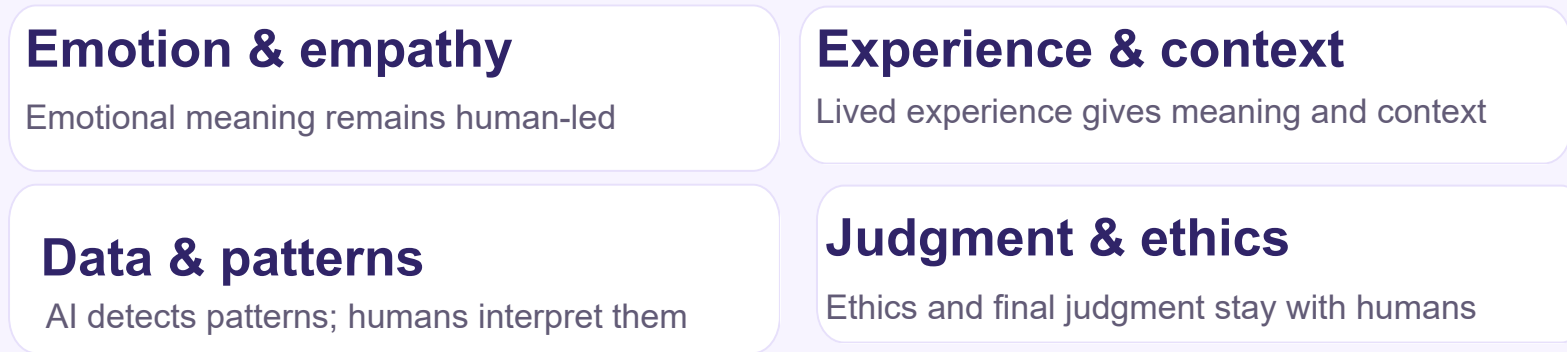
STUDENTS EXPLAINED WHERE HUMAN INTELLIGENCE STILL MATTERS

POST-SURVEY OPEN-ENDED RESPONSES (n = 30)

What distinguishes human intelligence in meaningful work?



WHAT THE CODED THEMES REVEAL



PADLET REFLECTIONS (32 CONTRIBUTIONS)

- “ AI cannot empathise and go deep into cultural nuances.
Student reflection · cultural meaning and authenticity
- “ AI is useful for explaining concepts, but experiments provide real measurements.
Student reflection · evidence and scientific judgment
- “ Both are good in their own way, so use each when it matters.
Student reflection · complementarity and responsible use

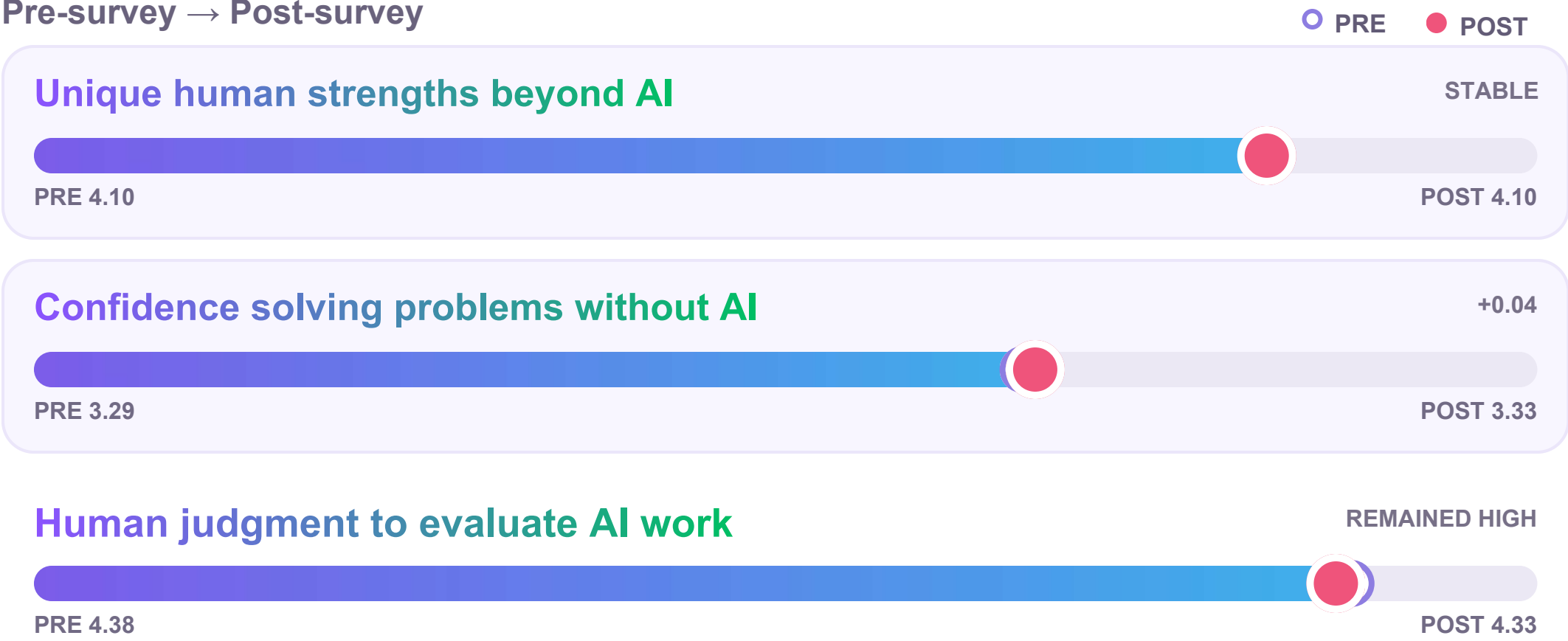
ACROSS BOTH SOURCES

Survey themes show what students believe; Padlet reflections show how these ideas appeared in learning. Across both sources, students explained when AI helps, where it falls short, and why humans keep the final judgment.

A STRONG HUMAN-CENTRED ORIENTATION WAS SUSTAINED

STUDENT RATINGS ON A 5-POINT SCALE

Pre-survey → Post-survey



DISCUSSION: WHY DID THE MEANS CHANGE SO LITTLE?

HIGH BASELINE

Ratings began high, leaving little room for measurable growth.

SHORT IMPLEMENTATION

Four weeks may influence practice before attitudes visibly change.

SMALL MATCHED SAMPLE

With n = 21, small shifts have limited effect on the overall mean.

BEHAVIOUR SHOWED THE CHANGE

19/21 checked evidence; 0/21 trusted AI first.

WHEN HUMAN AND AI ANSWERS DISAGREED

19/21

compared evidence
before deciding

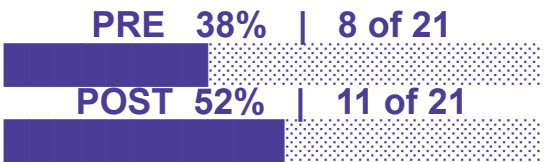
0/21

trusted AI first after
implementation

WHAT WE LEARNED

Ratings changed little because students already valued human strengths. The clearest change was in action: 19/21 checked evidence, and 0/21 trusted AI first. AI can help, but humans make the final decision.

CRITICAL THINKING WAS SELECTED MORE OFTEN



+3 STUDENTS · +14 PERCENTAGE POINTS
More students named critical thinking after the project—consistent with stronger evidence checking before decisions.

WHAT'S NEXT?

Share · Connect · Grow



132TEACHERS

Already shared with teachers in Thailand

Professional development for 132 teachers from Thai science schools

OUR NEXT STEPS

COMPLETED · SHARE



Share the Human-Centred Approach

Teachers learned to design activities where students create evidence first and make the final decision.

- PD WORKSHOP
- 132 TEACHERS
- THAI SCIENCE SCHOOLS



NEXT · CONNECT & COMPLETE

Complete the Three-Country Project

Collect the remaining data in France, then bring students from Thailand, Croatia and France together for an online reflection.

- FRANCE DATA
- THAILAND · CROATIA · FRANCE
- ONLINE STUDENT REFLECTION



THEN · GROW & CONTINUE

Build a Model Other Teachers Can Use

Help teachers adapt the activities, record classroom examples, improve shared resources and agree on simple design principles.

- CLASSROOM PILOTS
- SHARED TOOLKIT
- DESIGN PRINCIPLES
- DISSEMINATION



LONG-TERM GOAL

A simple, reusable human-centred model for using AI responsibly across subjects, schools and cultures.